

GRADE 2

Communities Here and across the World

Standard 2-2: The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.

2-2.1: Locate on a map the places and features of the local community, including the geographic features (e. g., parks, water features) and the urban, suburban, and rural areas. (G)

Taxonomy Level: C 3 Apply/ Procedural Knowledge

Previous/future knowledge: Students were introduced to basic maps skills in Kindergarten where they constructed maps (K-5.3) and also in first grade (1-2.2) when students identified a familiar area or neighborhood on a simple map, using the basic map symbols and the cardinal directions.

Later, in third grade (3-1.1) students will identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions. In fourth grade (4-1.3) students will learn to use a map to identify the routes of various sea and land expeditions to the New World and match these to the territories claimed by different nations. As well, in fifth grade (5-6.1) student will use a map to identify the regions of United States political involvement since the fall of the communist states, including places in the Middle East, Central America, the Caribbean, Africa, the Balkans in Europe, and Asia.

It is essential for students to know how to read a map legend; identify bodies of water, parks and symbols for city government; identify rural features such as farmland; and identify key elements of suburban communities. Students must also understand the meaning and characterization of urban, suburban, and rural areas.

It is not essential for students to know the political and geographic features of their state, nation, and world. It is not necessary for students to know the specific geographic and community features of their specific local community on a map; they need to understand map features and characteristics from a representative local community. Further, students do not need to understand the many different types of maps and related map legends that can illustrate information.

Assessment guidelines:

Appropriate assessment requires students to *locate* specific physical features of a local community on a map; therefore, the primary focus of assessment should be for students to *recall* and *illustrate* the key features of a representative local community on a map.